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ABSTRACT

This practicum was designed to facilitate the professional growth and personal well-being of beginning teachers during the induction year. The program provided novice teachers with opportunities for regular contact with an experienced teacher, encouraged demonstration of positive self-perceptions as professionals, and assisted in the development of effective teaching strategies. A clinical support teacher provided resource materials monthly, contacted the novice at regular intervals, provided demonstration lessons and information on alternative instructional strategies or management techniques, observed and conferenced, and shared information on opportunities for professional development or relevant literature. Surveys were administered upon completion of the program. The novice teachers involved expressed positive perceptions about their competence and profession, indicated an intention to remain in the teaching profession, and demonstrated effective teaching strategies along with an increased strategies repetoire. Data further indicated that novice teachers found the program very helpful and recommended its continuation. Copies of a teacher self-evaluation survey and an assessment instrument are appended. (LL)

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Teacher Assistance Program:

A Developmental Induction Program For Beginning Teachers

by

Debra Zamparelli

Cluster 35

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Debra Zamparelli under the direction of the advisor listed below. It was submitted to the Ed. D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

May 5, 1992

Date of Final Approval of Report

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ABSTRACT

Teacher Assistance Program: A Developmental Induction Program for Beginning Teachers. Zamparelli, Debra M., 1992: Practicum II Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Beginning-Teacher-Induction, Beginning-Teachers, Mentors, Teacher-Orientation, Program-Development, Helping-Relationship

This practicum aimed to facilitate novice teachers' professional growth and personal well-being during their induction year. This goal was to be demonstrated by three objectives. Novice teachers were to be provided opportunities for regular contact with an experienced teacher. Second, the novice teacher would demonstrate positive perceptions of themselves as professionals. Third, the novice would develop effective teaching strategies.

Included in this support program for novice teachers was a clinical support teacher who provided resource materials monthly, contacted the novice teacher at regular intervals, provided demonstrations lessons, information on alternative instructional strategies or management techniques, observations and conferences, as well as the sharing of information regarding opportunities for professional development or relevant literature. Services provided the novice teacher reflected the individual needs of the novice. The clinical support teacher provided assistance with any area noted by the novice teacher. A handbook of related ideas for a mentor was included. A log of contact was kept throughout the implementation period and surveys, developed by the writer, were administered at the end of the implementation period.

Outcomes of this practicum were very positive. All objectives were realized. Novice teachers expressed very positive perceptions of their competence and their profession. All who were surveyed intended to remain in the profession. Each of the teachers also demonstrated effective teaching strategies and increased their repertoire of strategies. The novice teachers found the program to be very helpful and recommended its continuation.

Permission Statement

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August 1, 1992

Debra M. Zamparelli, Ed.D.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The community in which this practicum was carried out is 39.38 square miles and home to over 84,000 people. This is the 8th most populated municipality in the state. Geographically, the land is a coastal plain with flat to soft rolling hills. Over half the community is comprised of undeveloped land, which is quickly giving way to encroaching housing developments. The community is a residential community that includes seventeen distinct neighborhoods. There is a broad range of socio-economic levels within the district. The residents are predominantly working class people. There is a strong representation of people with Italian and Irish heritage in this community. Minorities represent 14% of the population of the district.

The school district is comprised of twenty-three

schools that service 11,000 students and employ over 900 teaching staff members. Eighty-six percent of the student population is Caucasian. Eight percent is Afro-American, three percent are Hispanic, and three percent are Asian. Seventeen of the twenty-three schools are neighborhood elementary schools serving kindergarten through grade 5, three are middle schools (6 -8), and three are high schools. Although located in a suburban community, this district is classified as urban by the state. During the 1990-91 school year, the district spent $7,636 per student. This is the second lowest cost per pupil in the county. The proposed budget for 1991-92 is $102 million dollars.

Two hundred and sixty-seven teachers service the 5,300 students attending elementary schools in this district. The seventeen elementary schools are neighborhood schools with a traditional structure. Maximum class size is 25 for grades K-3 and 28 for grades four and five.

Writer's Work Setting and Role

This practicum took place in three of the district's seventeen elementary schools. Each of these schools serve students in kindergarten through grade 5. The schools are neighborhood schools which vary in size and disposition. The smallest of the schools houses one class of each grade level. Most of the schools, however, house two classes of each grade level.

Socio-economic levels vary greatly within this growing district. Ethnic distribution also varies according to geographic location. Generally, this would be identified as a working class community.

The structure of the schools is primarily traditional. Classrooms are usually self-contained and service at least three reading groups and two math groups, as required by the district.

The writer is an elementary classroom teacher in the aforementioned district. Additionally, the writer presents staff development workshops in the district. The writer was provided release time from the classroom to implement components of this program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

In this large district, approximately fifteen to twenty new teachers were hired each year. Each of these new teachers was expected to assume the same duties and responsibilities as veteran teachers on the first day of employment. With limited experience and limited support, they were expected to provide a quality educational experience for the students in their classrooms.

This school district was traditional in structure, hence each of the new teachers taught in a self-contained classroom. Novice teachers spent the majority of their day isolated from their more experienced colleagues. Novice teachers, newly experiencing the intricacies of teaching, were alone with their students for the majority of the day, trying to identify and

satisfy the needs of twenty or more individual students with unique needs. This isolation limited the support and assistance that novices could gain from their more experienced colleagues and could have added to feelings of stress and anxiety.

District regulations required non-tenured teachers to be observed at least three times per year. Unfortunately, few received any additional instructional support in the classroom. The number of non-tenured staff varied from building to building. The writer's school had as many as nine non-tenured teachers at one time. The principal, the sole administrator of the building, had limited time available to dedicate to the development of their non-tenured staff. Also, some principals felt that their presence was threatening and stress provoking so they chose to allow the novice to develop on his/her own.

The public was concerned with the quality of education. Why then had the induction of novice teachers and their concerns not been addressed? Kilgore & Kozisek (1988) and Huling-Austin (1988) felt that educators did not view teacher induction as a pressing need and were not familiar with the body of knowledge

related to this area. Efforts had been made in the writer's district to improve the district staff development program but special provisions had not been made for the novice teacher. The only practice which addressed the unique needs of the novice was a new teachers' workshop conducted in August. The district had no program in place to provide on-going assistance for this special needs group.

Although all novice teachers had limited experience in the classroom during their preservice programs, this was the first time they assumed responsibility for making the decisions in the classroom, for developing the routine, pacing the instruction, working with parents, and establishing evaluative procedures. Certainly, various degrees of insecurity and anxiousness would be evident and natural as new experiences and responsibilities occur. Limited support, isolation, and anxiety were realities of induction years (Fuller, 1969). As educators, we knew that the emotional well-being of a child was an important factor in their ability to learn. Did it not seem reasonable to ensure that same sense of well-being to our novice teachers so that they would learn and grow into responsive,

effective educators?

Legislatures had championed this cause by mandating induction programs as a part of certification requirements in an effort to improve the quality of teaching and the retention of promising beginning teachers. Florida, Missouri, Oklahoma, Kansas, Maine, are Washington were among the states requiring induction programs (Hawk & Robards, 1987). Statewide induction programs were being implemented or piloted in 35% of the states in this country (Hawk & Robards, 1987). In the state where this practicum was taking place, new regulations have mandated programs which address the needs of beginning teachers. This district did not have a program in place which would satisfy the requirements of the state.

It was also important to note that this was a time fraught with financial problems. The majority of the school budgets in this state were rejected by the voters. With cuts in staff and programs, teacher induction would not be seen as a priority.

Additionally, a bill had recently been passed by the New Jersey State Legislature which provided incentives to educational employees for early

retirement. Currently, over fifty percent of the professional staff in this district had at least fourteen years teaching experience. Over 100 employees qualified to retire under the bill. This district would probably experience a significant loss of teachers within the next ten years, if not sooner. Also, budget concerns might impel the district to hire inexperienced, less costly teachers. This very suggestion was already mentioned by one of our Board of Education members at a budget development workshop.

In summation, new teachers, experiencing the intricacies of teaching for the first time, were isolated for the majority of the day because of the current structure of the elementary school, thereby limiting their ability to gain from their more experienced colleagues and increasing the likelihood of stress. This and limited instructional support throughout the induction process obstructed the development of novice teachers into effective educators.

Problem Documentation

Literature related to novice teachers clearly identified needs particular to beginning teachers, and described the difficulties frequently experienced by novice teachers including high levels of anxiety and periods of ineffectiveness (Veenman, 1984). To confirm that the problems frequently cited in the literature were consistent with the experiences of novice teachers in this district, the writer interviewed staff from a number of different elementary schools in the district.

Staff from ten elementary schools confirmed that the overwhelming majority of the elementary staff taught in self-contained classrooms. Each of the ten schools housed only self-contained classrooms. Only two of the seventeen elementary schools were designed with the provision of team teaching or open space. Hence, elementary classroom teachers spent the majority of their day isolated from their peers.

The writer also ascertained from speaking with these same teachers that little instructional support other than required evaluations was being provided. Only

two principals out of ten were reported to provide any on-going instructional support. Findings of a study of the administrative and organizational structure of the district conducted by Educational Administration Associates (1983) identified the lack of non-evaluative observations and conferencing, and recommended the implementation of such a program.

The writer also asked fifteen non-tenured teachers about their initial induction into the profession. All the teachers reported feelings of self-doubt and anxiety in relation to formal observations, working with parents, evaluating students, and classroom management. They also all noted the heavy workload and feelings of fatigue they experienced during this time.

A support system for novice teachers was identified as a "sorely needed service" by the Director of Elementary Education for this district.

Certainly, the literature was very clear in identifying common problems experienced by novice teachers as well as areas of concern and need. The novice teachers of this district seemed to have had experiences similar to those noted in the literature.

Causative Analysis

Teaching was a complex profession involving thousand of decisions daily. Experiences in the classroom and with children enriched the quality and breath of these decisions. Novice teachers, however, had little experience upon which to draw. Teachers were isolated from their colleagues for the majority of the day. They closed their doors and often no one knew what went on in the classroom. There was no one there to help when difficult experiences, experiences with which they had no background knowledge from which to draw, happened. Limited time for interactions with peers diminished the valuable support and guidance which could be gained from these more experienced professionals. Education was the only profession, the writer could think of, in which new employees were given the same responsibilities as veterans on the first day of employment and were asked to perform their duties isolated from their colleagues. Sometimes, more difficult students were given to the unknown teacher making the work load even more difficult than that of

the experienced teacher.

Preservice programs, although effective, were unable to recreate conditions of a teacher with full classroom responsibility. It is probable that novice teachers had never established a classroom management plan or had experience communicating it to children and parents. Preservice teachers entered a classroom that was already functional and followed the rules established by the sponsoring teacher. The children knew that their "real" teacher was not far away and was ever present if the need arose. Also, as students, novices did not assume responsibility for parent interaction or student assessment.

Neophytes were fearful of appearing incompetent and as such were hesitant to ask for assistance. They were keenly aware that they were being evaluated and if they were not competent they may not be rehired. Experienced teachers, on the other hand, were hesitant to offer assistance without being asked. They feared that they were intruding. The writer observed this in her own school. One novice teacher needed help. She was, in the opinion of many of the more experienced teachers, ineffective in her instruction and overbearing in her

classroom management. Two veteran teachers offered suggestions but the suggestions weren't acted upon and the teachers stopped offering, admitting that they felt like they were being aggressive and intrusive. They did not feel it was their role. Others offered the teacher assistance but none was ever requested. Comments from parents and the observation of her students had made this problem very real to the writer. This experience, more than anything else, had made the writer want to address this problem. The children, who were in her class, were ill prepared to enter the next grade. Additionally, children with special needs had not been identified or their problems addressed in any way. The writer believed that we owe our children quality education and to offer it, we must have quality instruction.

Another situation which contributed to the lack of support was the limited availability of building administrators. There was only one administrator, the principal, in each of the district's elementary schools. Varying numbers of non-tenured staff as well as other responsibilities made the time available for on-going instructional support limited.

Certainly, teaching was a complex activity made more challenging by multi-cultural populations and individual needs of students. These needs must be identified and met by the classroom teacher. Additionally, there were increased pressures for accountability, the expanding role of the school in parenting, and other pressures resulting from socio-political changes which also contributed to the complexity of the position (Cole, 1990). This was challenging for even an experienced professional. It was a formidable endeavor for a novice with limited experience upon which to draw.

Finally, many novice teachers were experiencing adult responsibilities and roles for the first time. Prior to this, they had been students. This might have been their first experience with adult responsibilities. Adding yet another new and challenging life change to an already stressful time.

Each novice teacher was an individual and each induction experience unique. A varying array of causes contributed to the stress experienced by novice teachers. The writer posited that the isolation of the novice, as well as the lack of instructional support,

were strong contributors to the difficulties and stress experienced by novice teachers.

Relationship of the Problem to the Literature

During the past decade there had been a significant increase in interest and activity related to the induction of new teachers, teachers with zero to one year of experience, into the profession. One reason for this was that many believed that events during the induction years, the first three years of teaching, contributed to the gap between what teachers became and what they were capable of becoming (Varah, Theune, & Parker, 1986). Peterson (1982) believed that the first year of teaching was the most crucial period in a teacher's career. Zeichner (1979) asserted that there was agreement that the conditions during the first year of teaching had a strong influence on the level of effectiveness that teachers were able to achieve and sustain over the years, on the attitudes which governed their behavior, and on their decision to continue in the profession.

Literature focused on the attitudes and

developmental stages of these novice teachers, concerns and problems experienced during the induction years, retention of novice teachers in the profession, and the effectiveness of novice teachers in the classroom. Interest in induction strategies had become so popular that entire issues of Educational Leadership (November, 1985), Journal of Teacher Education (January/February, 1986), Kappa Delta Pi Record (July-August, 1986), and Action in Teacher Education (Winter, 1987) were devoted entirely to the topic.

Newberry (1977) and Cole & McNay (1988) pointed out that in education, inexperienced professionals were expected to assume the same responsibilities as twenty year veterans on the first day of employment. In what other professions did this happen? Generally, beginners gradually assumed job responsibilities over many months and had ready access to experienced colleagues for help as problems arise. Lortie (1975) believed that the lack of gradual induction and the isolation that beginning teachers frequently experienced caused him to learn by trial and error and develop coping strategies. Although novices had limited experience during preservice programs, Veenman (1984) and Odell (1990) believed that

these programs could not adequately simulate the reality of full-time teaching or the feelings of isolation and inadequacy that often weighed on beginning teachers. Fox and Singletary (1986) believed that teacher education programs could not fully prepare beginning teachers for the changes in responsibility, time commitment, and isolation that occurred during the transition from student to teacher. According to Veenman (1987), there was wide-spread agreement that preservice programs could only prepare teachers to a point of readiness to enter the profession. Griffin and Gray (1985) asserted that research findings frequently suggested that new teachers were less competent than was considered to be desirable. Veenman (1984) additionally asserted that one-fourth of all beginning teachers were deficient in a number of teaching skills. Koehler (1985) found that preservice teachers emerged with deficiencies in subject matter knowledge, had little confidence in curriculum tasks, and lacked evaluation competencies. Gaede (1978) submitted that teachers were not ready for unsupervised teaching in their first year. Yet, Jensen (1986) stated that administrators were often reluctant to monitor the performance of new teachers during the first months.

Odell (1990) asserted that novice teachers may experience personal difficulties as well as professional difficulties. Ryan et al. (1980) found that novice teachers experienced frustration as a result of difficulties associated with accommodating personal and professional lifestyle, the enormous demands of time and energy, and a general sense of powerlessness. These may have included pressure from family and friends unaware of the extensive time commitment that teaching requires.

Isolation was another problem plaguing novice teachers. According to Lortie (1975), Weber (1987), and Krupp (1987), most beginning teachers spent their entire workday isolated from their colleagues. Also, novice teachers may have been criticized for ideas considered too naive or unrealistic by their more experienced peers, further isolating the teacher (Odell, 1990). This drastically reduced the possibility of learning or gaining support from their more experienced colleagues. Schools were structured so that teachers had difficulty engaging in collaborative work and could not get feedback. The isolation experienced caused the novice to learn by trial and error. McDonald and Elias (1983) believed that the most prominent emotion during the

initial experience was of losing control. Novice teachers, they suggested, needed to learn to be in control (McDonald and Elias, 1983). These coping strategies, that were developed during the induction years, could crystallize into the teaching style that might be used throughout the teacher's career according to Huling-Austin (1989). McDonald and Elias (1983) also asserted that the teacher's basic teaching style was stabilized and congealed within the first six months.

Stress, encountered during the induction years, was well documented. This stress could result in a collapse of ideals developed during the preservice program (Odell, 1990). Cogan (1975) asserted that novice teachers regressed into safe and more familiar behaviors when faced with difficult learning situations. Some reverted to the style of teaching that they experienced in school. Many lost the ideals of the preservice program. Lacy (1977) found that novice teachers quickly adopted the norms of the school and abandoned the norms, standards, and expectations of the preservice teacher preparation programs from which they had come. This demonstrated the power of the school to transform rather than foster use of the knowledge and skills included in

professional preparation courses of study. Fox and Singletary (1986) stated that beginning teachers considered much of what was taught in the preservice programs to be irrelevant unless there was some form of mediation during the first and second year of teaching. Veenman (1987) found that novice teachers became more traditional or conservative in their views disregarding the innovation aimed at by the preservice program. Research had shown that as many as 57 percent of beginning teachers changed from a student-centered approach to an authoritarian approach to teaching (Veenman, 1984).

Grant & Zeichner (1981) and Veenman (1984) reported that beginning teachers typically experienced times of great stress, anxiety, frustration, and isolation. Littleton and Littleton (1988) found that beginning teachers experienced the most frustration during the first six weeks of school. These problems and others resulted in a high incidence of discouragement and ultimately exodus from the profession during the induction years (Ryan et al., 1980). Nationally, first year teachers were two and one-half times more likely to leave the profession than their experienced counterparts

with 15% of all new teachers leaving after their first year as compared to an overall turnover rate of 6% (Schlechty and Vance, 1983). Fifteen percent leave after the second year and 10% after the third year (Schlechty & Vance, 1983). It took six years for the rate of exodus to diminish to the national average of six percent (Schlechty & Vance, 1983). The research also suggested that it was the most academically able that left the profession in the highest numbers (Schlechty & Vance, 1981). Varah, Theune, and Parker (1986) asserted that the lack of appropriate induction into the profession was the major cause of this massive exodus from the profession. If we were to improve the quality of the teaching force, it was important that we keep intelligent and talented teachers involved in the profession.

Veenman (1984) labeled the transition from teacher training to the reality of classroom life as "Reality Shock" (p.143). He believed this term adequately described the rude awakening experienced by even the best prepared new teacher. Ryan et al. (1980) suggested that novice teachers found teaching to be quite different than expected and much more physically

exhausting than they imagined. Veenman (1984) found that this "reality shock" dampened enthusiasm, lowered morale, and increased the prevalence of self-doubt. Ryan et al. (1980) asserted that beginning teachers were not used to being responsible for so many people for such a long duration of time and found the experience very draining. According to Gray and Gray (1985), indicators of reality shock included complaining about the workload, changing one's teaching to a style that was contrary to one's beliefs, changes in attitudes and personality, and leaving the profession.

Manley, Siudzinski, and Varah (1989) described beginning teachers as idealistic and frequently unrealistic in their expectations of teaching. Katz (1972) believed that their perceptions and the realities of the classroom intensified feelings of inadequacies. Glickman (1981) described beginning teachers as unfocused workers. He believed them to be highly motivated, idealistic, and enthusiastic but limited in their ability to think of appropriate ways to improve teaching. Glickman (1981) asserted that the beginning of the year was an ineffective period which was harmful to both the students and the teacher.

Researchers studied beginning teachers and the effects these stressors had on them when they had received no intervention strategies. Varah, Theune, and Parker (1986) posited that beginning teachers developed a survival mentality and used survival strategies. Elias, Fisher, and Simon (1980) believed that teachers without support would rely on those strategies that were useful during their initial days of teaching. McDonald (1980) found that new teachers developed techniques during this survival year that crystallized into their teaching styles and that ultimately prevented them from being effective teachers. Goodlad (1983) asserted that teachers teach as they were taught in elementary and secondary schools rather than as they were told to teach in college programs of study.

Galvez-Hjornevik (1985) and McDonald & Elias (1983) reported that beginning teachers feared that they would be considered incompetent if they requested assistance. They wanted to be thought of as having the full status of a teacher and therefore were unwilling to reveal any inadequacies or lack of experience. Therefore, they gained information by listening to others in faculty rooms. Marshall (1988) believed that their needs

included the opportunity to share concerns and frustrations with knowledgeable educators without fear of being judged or possibly evaluated as inadequate.

Odell (1986) stated that theorists on teacher development had hypothesized that beginning teachers progressed through developmental stages, starting with the initial stage of simply surviving the transition from student teacher to full-time instructional leader in a classroom. The neophytes were most often at the lowest level of this continuum. Katz (1977) suggested that there were at least four developmental stages for teachers. She posited that beginning teachers were in a stage she labels as Survival. This stage, she suggested, may last throughout the entire first year of teaching. The implication was that novice teachers at this stage were concerned primarily about their own day to day survival. Their concerns focused on their abilities, their competence, and potential success. The teacher must believed that he/she was able to survive before they could move on to the next level. Consolidation followed and was where novices were able to begin focusing on the needs of individual children with difficulties or on problem situations (Katz, 1977).

Burden (1982) identified three stages of teacher development. He also labeled the beginning year as the survival period, whereby new teachers were concerned with meeting professional requirements and adjusting to the school's environment. The next stage, adjustment, occurred between the second and fourth year of teaching and was a period when teachers demonstrated increased confidence and strove for growth in classroom techniques. Although different labeling was used, Veenman (1984) also suggested that beginning teachers were concerned with their own survival. They did not focus on the needs of the children at this stage but on their own needs. Fuller (1969) concurred that teachers needed to see to their own needs before they were able to attempt to meet the needs of others.

Hall & Loucks (1978) and Fuller & Brown (1975) found that teachers concerns occurred in stages. They, too, found that early concerns focused on things that affected them personally. These concerns were followed by concerns related to classroom management and task accomplishment. These researchers believed that until these early concerns were resolved, teachers were unable to

move on to issues related to the impact of their teaching on their students.

Berliner (1986) postulated that novice teachers differ from experienced teachers in that they had no previous experience upon which to rely in interpreting classroom phenomena. The great exodus from the profession during the initial years was a result of disillusionment with the profession as well as to the tremendous difficulty that beginners faced, suggested Odell (1989).

Glickman (1981), Cole & McNay (1988), and Odell (1990) asserted that novice teachers usually function on the lowers ends of the conceptual development continuum, which extends from simplistic and noncreative thinking to analytic and flexible thinking. Odell (1990) asserted that teachers with higher levels of cognitive skills teach so as to develop students who evidence higher levels of thinking. Glickman (1981) suggested that the ability to think abstractly combined with high levels of commitment contribute to a teacher's effectiveness. Both of these characteristics were developmental. Teachers with low levels of abstract thinking were confused about classroom problems, don't

know what can be done to solve the problem, and had a limited number of habitual responses to problems. On the other hand, teachers with high levels of abstraction were adaptive in their teaching style, flexible, tolerant, and employed a wide range of teaching models. Glassberg (1979) also found these teachers to be more effective in the classroom. Odell (1989) asserted that more sophisticated levels of teacher development were highly correlated with student learning, hence it was reasonable to conclude that programs to assist beginning teachers served to enhance student learning.

Novice teachers reported that the transition period was difficult and they felt ill-prepared for the transition or for managing classes, according to McDonald and Elias (1983). Several studies had looked at the problems of novice teachers. According to Veenman (1984) frequently cited problems included discipline, motivation of students, isolation, dealing with individual differences, evaluation of students' work, insufficient preparation time, heavy teaching loads, planning lessons, preparing for the school day, finding and using appropriate materials, and dealing with a sense of insecurity. Novice teachers also had

difficulty with personal life adjustments, teacher expectations and perceptions of teaching, strains of daily interactions, and the teaching assignment itself (Varah, Theune, & Parker, 1986). The neophytes were concerned, additionally, about the administrators perception of them. Odell (1986), Dropkin & Taylor (1963), McDonald (1980), Ryan et al. (1980), and Veenman (1984) all studied perceived problems of beginning teachers and found similar concerns. According to Varah, Theune, and Parker (1986), researchers concluded that these concerns resulted in intense strain, which led to fatigue, depression, and often, exit from the profession. Varah, Theune, and Parker (1986) suggested that the more problems encountered during the induction years, the more likely the novice was to leave the profession.

Thies-Sprinthall and Gerler (1990) believed that a decreased emphasis on pedagogy in many preservice programs increased the need for intervention during the induction years. In this state, students who wished to teach had to complete a double major.

Cole (1990) points out that there was greater demands for teachers to do more things, for higher

quality education, and improved delivery of quality programs. Cultural diversity, increased pressures of accountability, the expanding role of the school in parenting, and other pressures resulting from changes in the socio-political context in which schools function continued to contribute to the complexity and multiplicity of the educational environment, according to Cole (1990).

Beginning teachers although well-prepared in content and theory, still had much to learn about putting their knowledge into work. Providing new teachers with guidance, support, and assistance in analyzing teaching would enhance their instructional effectiveness (Odell,1989).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goal was projected for this practicum: novice teachers will experience professional growth and personal well-being during their induction year so as to become effective teachers.

Behavioral Objectives

The goal of this practicum was to be demonstrated by three objectives projected. First, beginning teachers will be provided with opportunities for regular contact

with experienced teachers or other professionals throughout the implementation period as evidenced by a log. Second, beginning teachers will demonstrate positive perceptions of themselves as professionals as evidenced by a survey administered at the end of the implementation period. Finally, through observations, discussions, and consultations, the novice will develop effective teaching strategies as measured by a checklist.

Measurement of Objectives

Regular contact between beginning teachers and experienced colleagues was to be charted in a written log listing date of contact, mentee, and type of contact. The writer was to measure the novice teachers' perceptions of themselves in a survey instrument administered at the end of the implementation period. Effective teaching strategies were to be measured by a checklist completed at the end of the implementation period. Both the survey (see Appendix A) and the checklist (see Appendix B) were to be written documents designed by the writer and administered at the end of

the implementation period.

The results of the survey were to be displayed in tables. The frequency count was to be given. The objective was to have been met if all the novice teachers answered positively to three-fourths of the questions.

The results of the checklist were to be displayed in a table. The objective was to have been met if each novice teacher demonstrated three-fourths of the criteria listed.

Objective 1 was to have been met if there was at least one contact per week with each novice as noted in the log. The log was to be attached as an appendix.

The practicum was to have been considered successful if all three objectives were met.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The goal of this practicum was to ensure that novice teachers experienced professional growth and personal well-being during their induction year so as to become effective teachers.

The Conant Report (1963) was among the first in the literature to call attention to the need for support for beginning teachers. Teacher induction was a current focus of efforts to improve the quality of the teaching force. Research suggested that effective induction practices had been found to reduce the incidence of new teachers leaving the profession during these early years.

The need to improve the quality of the teaching force spurred the State Legislatures to focus on beginning teachers and their induction into the profession. In fact, teacher induction was gaining its greatest momentum through state initiatives. The first state initiative was in 1980 (Ishler, 1988). In 1988, fourteen states had mandated induction programs with twenty-one states either planning or piloting programs (Ishler, 1988).

Huling-Austin and Murphy (1987) stated that the existence of a formalized induction program had a positive influence on the induction experience. Induction programs improved teaching, improved teachers' self-confidence, and increased teacher retention (Huling-Austin, 1986). In fact, data from a study by Huling-Austin and Murphy (1987) suggested that the existence of an induction program, even a modest one, influenced how teachers perceived their own effectiveness and the desirability of the profession. Fifty-two percent of the beginning teachers involved in a formal induction program were found to develop new teaching strategies (Warring & Lindquist, 1989). Brooks (1986) found that a formalized induction program

increased feelings of competence, motivation, belonging, support, and attention. Summers (1987) and Huling-Austin & Murphy (1987) found that beginning teachers who participated in formal induction programs had significantly healthier attitudes and perceptions about their teaching and their own effectiveness. Wildman et al. (1987) also reported that formal induction programs had a positive impact on beginning teachers' development of a positive professional self-concept.

Administrators overwhelmingly believed that the induction program was beneficial to students and beginning teachers (Warring & Lindquist, 1989, Odell, 1990). Varah, Theune, & Parker (1986) stated that administrators surveyed reported that teachers involved in induction programs had fewer student discipline referrals, parent complaints, and faculty criticism. Blackburn (1977) found that principals rated teachers with formal induction significantly higher in teacher competency than teachers without formal induction programs. Summers (1987) also found significant gains in mastery learning, motivation to use higher order questions, increased inclination to teach critical thinking skills, enhanced ability to communicate with

parents, and an enhanced ability to communicate with the public-at-large. Varah, Theune and Parker (1986) found that teachers involved in induction programs had fewer problems motivating students, were more successful in responding to students' misbehavior, and had more positive relationships with students. Elsner (1984) found that 98% of the people involved in induction programs felt that the program assisted beginning teachers.

Cole and McNay (1988) suggested that induction programs helped teachers to move more easily and possibly more quickly through the early developmental stages to more advanced efficacious professional activity. Cole & McNay (1988) and Varah, Theune & Parker (1986) asserted that teachers involved in induction programs demonstrated improved performance in the classroom, experienced greater self-confidence, and greater job satisfaction. Cole and McNay (1988) also believed that children benefitted in terms of the quality of their classroom experience and the quality of education when beginning teachers were helped to be better teachers through induction programs.

Induction programs were also found to be effective

in diminishing the exodus of new teachers during the early years. Only 4 out of 100 teachers who participated in Alabama's First Year Teacher Pilot Program left compared to 20 out 100 who received no support (Ishler, 1988). Blackburn (1977) and Hegler & Dudley (1987) also found that teachers who participated in formalized induction programs were less likely to leave the profession.

Most of the studies identified the role of the experienced teacher as central to the success of the beginning teachers induction into the profession (Godley et al., 1989, Huling-Austin & Murphy, 1987). Marshall (1988) found that 90% of the beginning teachers surveyed considered their teaching experience positively affected by having had a mentor and perceived themselves as having improved significantly in all the defined competency areas. Hoffman et al. (1986) found that for many beginning teachers, the mentor was the most significant positive force during the induction experience. Edgar & Brod (1970) and Mahan & Lacefield (1978) believed that as new teachers were strongly influenced by the people in the school setting, it is therefore reasonable to conjecture that linking new

teachers with the best professionals in the setting may result in creating quality performance in the new teacher.

Most of the induction programs noted in the literature included the involvement of a support teacher. This teacher may be called a mentor, teacher consultant, or clinical support teacher. The role of the mentor varied as does the degree of interaction between the novice and the experienced teacher. Some mentor programs were informal. In these, a buddy teacher was usually assigned but there was no criteria for interaction or provision for interaction. In other programs, mentors received release time from their teaching or a full time mentor position was established. The mentor's role could be one of support or could include assessment as well as assistance.

Induction teams, comprised of mentor teachers and administrators, were also used in induction programs to support and evaluate new teachers (Varah, Theune, & Parker, 1986). Other programs cited in the literature involved collaborative teams of district personnel and university staff (Klug, 1988).

The support teacher's role was usually to provide

direct classroom support through coaching, demonstration lessons, emotional support, and support in developing or securing appropriate materials.

In addition to the on-site support offered by the mentor teacher, seminars and training sessions on curriculum and effective teaching topics were common components of induction programs (Manley, Siudzinski, & Varah, 1988). Group meetings of beginning teachers were another component of induction programs cited in the literature. These meetings were scheduled to provide emotional support, to discuss common interests, and share ideas (Huling-Austin, 1990, Odell, 1990). Newsletters sharing district information and instructional strategies were also used occasionally in induction programs (Odell, 1990). Another strategy used occasionally was the reduction of teaching load (Huling-Austin, 1987).

Description of Selected Solution

The research suggested that the support teacher was a critical element in any induction program (Huling-

Austin & Murphy, 1987, Godley et al., 1989). The writer's district was supportive of this program and promised to provide release time for the writer, hence the function of the support teacher was the cornerstone of the program. The support teacher should not, in the opinion of the writer, be involved in assessment. It would violate the contractual agreement between the district and the professional staff and would sabotage the acceptance and effectiveness of the program. The literature suggested that the function of the mentor teacher was less effective when they had a role in the assessment process.

The writer was not able to develop a collaborative program with a university. This idea would seem to be worthwhile and something for the district to investigate in the future. The writer was also not able to provide reduced teaching load.

The writer believed that the other ideas mentioned were both possible and effective strategies which would benefit new teachers and encourage their development.

The writer felt that a developmental induction program would benefit novice teachers. This program would be based on the premise that "each professional

entering a system has a set of skills and, as a result of an induction program, the skills would be extended, modified, and refined to meet the needs of the profession and the uniqueness of the system (Kester & Marockie, 1987, p. 26)." An integral part of this induction was to be the clinical support teacher or mentor. The mentor was to facilitate professional development and personal well-being by providing on-going assistance to novice teachers by conferencing and coaching; offering emotional and instructional support; providing demonstration lessons; arranging classroom visitations; and assisting in securing materials. The writer was to function as the clinical support teacher. As such, the writer was to have weekly contact with the mentees and address the needs and concerns of the neophyte as jointly identified. The writer would observe in the beginning teacher's class in the capacity of coach at least one time per month, except for December, for at least one half hour. The writer was to provide demonstration lessons for the mentees when jointly deemed helpful. The writer would also arrange classroom visitations for mentees when jointly deemed helpful. Additionally, the writer would encourage professional

growth by sharing current research on topics of interest in "helpful hints" packs. The writer would share information concerning future workshops and current literature with the mentee on relevant topics in the packets. "Helpful hints" packs would be shared four times during the implementation period.

Opportunities would be provided for neophyte teachers to interact in group meetings. The writer would schedule three sessions where beginning teachers were invited to meet with their colleagues and share ideas, feelings, and concerns. Topics of joint interest related to instructional strategies or identified concerns would be explored at these sessions.

Report of Action Taken

The project began in August and continued for eight months. Several things occurred, however, that impacted on the project. First, the project was originally planned in cooperation with the Director of Elementary Education. This person left the district and the

position was cut. The superintendent then assumed responsibility for the project. The writer also experienced some delay in securing the names of the beginning teachers. Additionally, fewer numbers of new staff were hired by the district than had been anticipated therefore only five teachers fit the requirements of this program and one of those was a special education teacher. One of the teachers that chose to participate was employed only until February. All the activities required to implement the program, contacting the teachers, and meeting with the administrators took longer than anticipated. During August, the writer continued to meet with the superintendent in order to discuss how the program would be implemented.

In September, the writer requested the names of the beginning teachers from the personnel department. After the names were secured, the writer submitted a letter to be sent to the novice teachers and their administrators to the superintendent for approval. The writer sent each beginning teacher with zero to one year of experience and their administrator a letter explaining the program. One week later, the writer contacted each

novice and arranged a meeting. These "Getting to know you" sessions were held outside of school. During those meetings, the writer articulated the goals of the support program to beginning teachers. The novices were reassured that the writer would serve as a "helping" teacher. Whatever was discussed or observed would be confidential. The novice would never be discussed with an administrator although the writer would meet with each of the administrator's to discuss the components and philosophy of the program. The writer surveyed the novice teachers to assess their individual needs. The writer and mentee established a system of on-going communication. The writer offered support through empathetic listening and by sharing experiences. outside the school setting. After these meetings, the writer contacted each administrator with a novice teacher in their building and arranged to meet with them to explain the program. Of the five novice teachers hired, four chose to participate. These meetings with staff and administrators extended through the month of October.

After the initial meeting, all program activities began immediately and continued throughout the

implementation period and reflected the individual needs of the beginning teachers. "Helpful Hints" packets were distributed monthly and regular contact was initiated. Items included in the monthly "Helpful Hints" packets included materials on classroom management, student motivation, activities related to all aspects of curriculum, and relevant journal articles. Topics of discussion reflected the identified needs of the mentee and included the following areas: information regarding procedures, guidelines, expectations, and structure of the district; information regarding the community; creating the desired physical environment, bulletin boards, room organization and arrangement; assistance and ideas concerning beginning the school year and meeting students and parents; and assistance in developing appropriate class rules and consequences. Other areas were addressed according to individual needs and included the following areas: curriculum requirements for the grade as reflected in curriculum guides; information and assistance in structuring groups for reading and math; assistance, information, and support in locating, securing, and developing appropriate materials and other resources; assistance

and support in developing classroom schedules; share ideas concerning Back to School Night; assistance with management concerns; support with organizational techniques; support with student evaluation strategies; and assistance in any area identified by the mentees.

Coaching began in November. Any of the above areas were addressed as needs of the mentee arose or continued. The writer continued to provide emotional support, support with organizational strategies, and classroom management. The writer shared information regarding teaching strategies and the instructional process. The writer provided information regarding special service support available in the district. The writer offered support in assessing students' achievement. Additionally, the writer provided support and/or ideas related to parent conferences. The writer provided assistance with any area identified by the mentee including materials on specialized units and secured equipment for the novices. Also, at this time, the writer developed a budget for this program which was submitted to the assistant superintendent.

Coaching extended through December. The writer continued to provide support to the beginning teacher in

the areas noted above as needed. The writer continued to provide emotional support, support with organizational strategies, and classroom management. The writer provided support with instructional strategies including but not limited to elements of instruction, cooperative learning, learning styles, whole language, and higher level thinking skills. The writer also provided videos related to topics of interest to the novice. The writer offered information on district policy concerning holiday recognition as well as material relevant to December holidays. The writer assisted the beginning teacher in developing ideas for student motivation. The writer assisted the novice in developing strategies for dealing with individual differences. The writer provided assistance with any area identified by the beginning teacher. The writer assisted the mentee in developing strategies for dealing with individual differences. Support activities continued in January. The writer continued to provide support to the mentee in the areas noted above as needed. The writer provided assistance in any area identified by the novice. The writer shared information regarding district policy concerning promotion and

retention.

Conferencing activities continued throughout February. The writer continued to provide support to the novice in the areas noted above as needed. The writer did a demonstration lesson in one classroom. Additionally, the writer continued to address instructional strategies as well as discussing the district testing program. The writer provided assistance with any area identified by the mentee.

The program activities extended throughout March. The writer continued to provide support to the mentee in the areas noted above as needed. The writer provided assistance with any area identified by the novice. The writer did a demonstration lesson in one of the classrooms. The writer shared additional information regarding the district testing program and creating an environment which facilitates testing. Additionally, the writer shared information regarding relevant professional workshops.

The program activities continued in April. The writer continued to provide support to the mentee in any area needed. At the end of the implementation period, evaluation instruments were administered.

This plan has been developed with the support and cooperation of the district. The writer was provided one day per month for release time to implement this program. All other materials were provided by the writer.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

This practicum was designed to address the problems of limited support, isolation and anxiety which commonly impact novice teachers, professionals with zero to one year of experience, during the induction year. To address these areas, the writer designed a program whereby novice teachers had regular contact with a non-threatening experienced professional; were provided with instructional support through demonstration lessons, classroom visitations, and information and materials related to enhancing the use of a variety of instructional strategies such as whole language, developmentally appropriate activities, learning styles, and cooperative learning; relevant materials, such as ideas for bulletin boards, management tools, whole language units, science units, parent interaction, books, tape recorders, and art projects, were shared; and information regarding opportunities for professional growth, workshops and relevant

journal articles, were also made available.

The goal of this practicum was that novice teachers would experience professional growth and personal well-being during their induction year so as to facilitate their development into effective teachers. This goal was demonstrated by three objectives.

1. Beginning teachers would be provided with opportunities for regular contact with experienced teachers or other professionals throughout the implementation period as evidenced by a log.

A log was kept throughout the implementation period denoting contact between the writer and the novice teachers. As demonstrated by the log, novice teachers had contact with the support teacher, the writer, at least four times per month. The writer called each of the novice teachers weekly, sent them appropriate materials at least one time during the month, and visited their classrooms monthly. After the visitation the writer conferenced with the novice either by scheduling a breakfast, lunch, or after-school meeting. Additionally, the writer had given each of the novice teachers her home phone number as well as her work number and encouraged them to call at any time for any reason.

2. Beginning teachers would demonstrate positive perceptions of themselves as professionals as evidenced by a

survey administered at the end of the implementation period.

The four novice teachers participating in this program were surveyed (see Appendix A) at the end of the implementation period. The results of the survey are shown in Table 1. All the novices responded positively to survey questions related to their effectiveness as classroom teachers. The novice teachers deemed themselves to be effective teachers armed with a variety of instructional strategies who are able to meet the needs of their students. They judged themselves to have good management skills; have a good rapport with students; and create an environment which facilitates learning. They also felt positively about their ability to successfully handle the demands of their personal as well as their professional life. Additionally, they expressed positive attitudes about choosing the teaching profession as well as the intention to continue in the profession. The teachers surveyed also felt that they would make important contributions to society.

Table 1

Teacher Self-Evaluation Survey Results

	always evident	usually evident	seldom evident	not evident
1. Objectives are realized at the end of the lesson		4		
2. Lessons engage the children in learning	2	2		
3. Activities are designed to provide for individual differences	1	3		
4. The classroom environment encourages learning	3	1		
5. Routines and transitions are managed effectively	1	3		
6. Appropriate standards of behavior are maintained	2	2		
7. Information is presented at levels appropriate to students	3	1		
8. Instruction is paced and sequenced appropriately	2	2		
9. A variety of instructional strategies are used	1	3		
10. Students' self-awareness and positive self-concept are promoted	2	2		

Note. The total number of teachers surveyed was 4.

3. Through observations, discussions, and consultations, the novice will develop effective teaching strategies as measured by a checklist.

A checklist (see Appendix B), designed by the writer, was used at the end of the implementation period to measure the development of effective instructional strategies. Only one teacher received a rating below satisfactory and that was in the area of classroom management. All other areas were rated satisfactory (see Table 2).

Additionally, the writer reviewed observations conducted throughout the implementation period to note areas of growth. Initially, two of the novice teachers were concerned as to their effective use of ITIP, Instructional Theory Into Practice, strategies in their lessons. As these teachers became more confidant and formal observations by supervisors were completed, lessons contained experimentation with cooperative learning, more hand-on activities, and some integration of lessons.

Another novice teacher used whole language strategies in her classroom. Classroom management and time management were difficulties for this beginning teacher. These continued to be areas addressed throughout the implementation period. At the end of the program, she expressed greater confidence in her ability to "manage" the class. Additionally, this novice

Table 2

Teacher Assessment Results

Key: S - Satisfactory N - Needs Improvement
I - Improving U - Unsatisfactory
NA- Not applicable when observed

	S	I	N	U	NA
1. Sets clear goals	4				
2. Presents information at levels appropriate to students	4				
3. Develops appropriate learning materials	4				
4. Provides clear instructions	4				
5. Paces and sequences instruction appropriately	4				
6. Demonstrates enthusiasm for teaching and the topics being taught	4				
7. Uses a variety of instructional methods and materials to stimulate and promote student learning	4				
8. Uses tone of voice appropriate for interaction with children	4				
9. Uses appropriate evaluation techniques	4				
10. Uses a variety of cognitive levels in strategies of questioning	4				
11. Creates a positive learning environment	4				
12. Models positive language by use of correct grammar	4				
13. Effective use of instructional time	4				
14. Maintains appropriate standards of behavior	3	1			
15. Positive reinforcement of effort, behavior, and achievement	4				
16. Effective management techniques are used	3	1			
17. Provides for individual differences	4				
18. Instruction congruent with district curriculum	4				
19. Uses effective lesson components	4				
20. Effectively manages routines and transitions	4				
21. Teaches to the objective	4				
22. Monitors student understanding and adjusts teaching	4				
23. Maintains student involvement in learning tasks	4				

used more varied activities as the year progressed.

The fourth novice teacher worked throughout the year on refining her use of cooperative learning, whole language strategies, and learning styles. She also effectively employed ITIP strategies in her lessons.

All the novice teachers involved in this project demonstrated professional growth and increased competence.

Discussion

All objectives were successfully met. The positive responses to the survey administered at the end of the implementation period suggested that the novice teachers had positive attitudes about themselves as professionals, their competence, and the profession itself. It appears that strategies used in this practicum did facilitate professional growth and personal well being during the induction year. This supports the conclusions of Huling-Austin & Murphy (1987), Wildman et al. (1987), and Summers (1987) that the existence of a formalized induction program, even a modest one, has a positive influence on a teacher's effectiveness and on the perceived desirability of the profession. The novice teachers rated themselves to be effective teachers who

were pleased they entered the profession and would do so again. They also noted a positive professional self-concept as they all believed that as a teacher, they would be able to make a strong contribution to society.

As was anticipated, the novice teachers began this experience with different needs and on different developmental levels. Their working conditions impacted on their needs. One of the novice teachers had a very challenging class to contend with. Another worked in a school with her cooperating teacher from student teaching. Two others taught the same grade in the same school. They worked with an experienced teacher who was also new to the building and to the grade. Just as each experience was unique, so too was each novice teacher and their needs. All the novices needed and appreciated any support offered with materials and ideas. One difference noted by the writer was in the form and structure of the visitation and conference. The type of conference and reason for the classroom visitation varied with the novice teacher and changed as their needs changed. Initially, the visitation and conference served, for most of the novice teachers, to build the confidence of the beginning teacher and build a trust relationship between the support teacher and the novice. As time went on, the novice teachers became more confident and

began to ask what they could do to improve their instruction. Each teacher had different strengths and different needs. Classroom management remained a central issue for one of the novice teachers. Continued use of more effective strategies was an issue for another. As each novice was concerned with the quality of instruction they provided for the children and the learning that occurred in the classroom, the writer would assert that these teachers had moved past the initial developmental stage and had entered the adjustment stage which is a period when teachers strive for growth in classroom techniques and demonstrate increased confidence (Burden, 1982). This stage usually occurs between the second and fourth year of teaching (Burden, 1982). Cole and McNay (1988) suggested that induction programs help novice teachers to move more easily and quickly through the early developmental stages. The writer does not feel that this project has provided enough information to either support or refute that assertion. Consistent with the research (Huling-Austin, 1987)), it has been the experience of the writer that the induction program must be flexible enough to provide the type of assistance beginning teachers need at the time that they need it.

The research frequently suggested that the most effective mentor or support teacher is one who teaches the

same level and works in close proximity to the novice teacher (Odell, 1990, Huling-Austin, 1987). The writer certainly sees the value of this especially in combatting isolation and reducing anxiety and stress commonly experienced by the novice teacher. The writer however, questions whether that is the optimum set of circumstances when a primary goal of any comprehensive induction program, must be, in the opinion of the writer, the refinement and acquisition of teaching skills. The writer observed in this project, that the relationship between support teacher and novice was not really a collegial relationship. The relationship became more collegial as the novice developed self-confidence. In this program , TAP (Teacher Assistance Program), the writer served as the support teacher. The writer worked in a different building from each of the novices. Additionally, the writer currently teaches third grade. Although she has had experience in most of the elementary grades, she does not currently teach first grade or a special education class. Novices who worked with the support teacher taught special education, third grade, and first grade. The writer promised the novice teachers that she would speak to no one about their interactions. The writer conjectures that she was more able to provide nonthreatening support because she was not in close proximity. The writer also believes that each of the

teachers probably had a "Buddy" in their own school that provided them with assistance as well as the support teacher, however, it was the support teacher who went into the classroom to look at what was going on. The writer believes that her anonymity facilitated a sense of well-being and an openness to present difficult problems. One teacher asked the writer to tell her "What am I doing wrong? What can I do better? " Another simply said "Help" in the middle of a lesson one day. Two different novice teachers stated that this structure was non-threatening and they felt free to expose their problems. The writer questions whether this would have been so if she had worked in the classroom next door. The writer also believes that the novice teacher's sense of independence and professionalism is less threatened by a support teacher from another building with low visibility.

The writer questioned the novices as to whether the program had been beneficial. As noted in Table 3, all stated that they felt it had been helpful. They identified the nonthreatening observations and the Helpful Hints packets as the most helpful components of the program. One of the novice teachers had been a special education teacher, this teacher suggested that a support teacher from her area of expertise may have been better able

to address her needs. All the novice teachers surveyed recommended that this program be continued and that these services be provided to novice teachers in the future.

Table 3

Attitudes Toward Induction Experience

Key: strongly agree - SA; agree - A; disagree - D; unsure - U	SA	A	D	U
1. I manage well the demands of teaching along with the demands of my personal life.	2	2		
2. I am pleased with my decision to enter the teaching profession.	4			
3. As a teacher, I will be able to make an important contribution to society.	4			
4. If I had it to do over again, I would choose to become a teacher.	4			
5. I felt very stressed this year.	1	1	2	
6. I found the support program helpful.	3	1		
7. I intend to remain in the profession.	4			
8. I am an effective teacher.	4			

Note. The total number of teachers surveyed was 4.

There was one area of the TAP project that the writer would not repeat. Although all objectives were met, the

writer had tried to provide the teachers with a means of getting help or having questions answered if it was needed. The writer provided each novice teacher with her home as well as work number and repeatedly encouraged the novice to contact the writer with any requests. The writer had hoped to provide a "help" line but this did not develop. Objective 1 was met by the writer contacting the novices. There were only three occasions when the novices initiated contact with the writer to make specific requests for assistance. The novices did ask questions, request help or materials but waited until the writer contacted them or until there was face to face contact depending on the teacher. The writer was not happy with the effectiveness of this aspect of the program. Although the conditions of the objective were met, the writer would not provide weekly contacts or phone contacts.

In summation, all the objectives of this practicum were met satisfactorily. The TAP program seemed to be effective in maintaining positive attitudes about the profession as well as facilitating positive professional self-concept. The TAP program also appears to have facilitated the acquisition and refinement of teaching and management strategies as well as encouraging movement along the developmental continuum. It is well thought of by the novice teachers involved and

recommended for continuation by the participants.

Recommendations

The school district must provide a supportive induction experience for any teacher hired who has received a Certificate of Eligibility. The writer would recommend, however, that a supportive induction experience be provided all novice teachers entering the district. Sandra J. Odell (1990) states, "Mentoring teachers seems to provide an "all win" situation. The beginning teacher is improved, and the mentor teacher benefits. Better teachers mean better schools. Better schools mean better development of our children (p. 28)." The writer further recommends that this program be expanded to include staff development workshops designed specifically for novice teachers. The program would also be improved if there was more flexibility in the amount of release time provided therefore more observations could take place if necessary. One of the staff members participating in the program needed more intervention than the writer was able to provide. Additionally, the novice teachers should be provided with the time and opportunity to observe in other classrooms.

There are a number of avenues that the writer would like

to see explored in the future. The writer would be interested to follow the development of the teachers involved in this project and compare and contrast it to professionals who had not participated in an induction program. Additionally, the writer would be interested to see if there are any differences in student achievement or attitudes associated with induction of beginning teachers. Another aspect which, in the opinion of the writer merits investigation, is the impact of the style of the mentor or support teacher on the development of the novice. The writer would label herself as an initiator, that is one who regularly makes suggestions to promote growth as well as responding to requests (Huling-Austin, 1990). Would the impact have been different had the writer's style been that of a responder or colleague?

Dissemination

This practicum and its results will be shared with the superintendent and several administrators. It will also be shared with the Personnel Director and the Consultant for Staff Development. It is the hope of the writer that the TAP program will be continued and expanded so that all novice teachers may have the greatest possible chance of having a positive induction experience.

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APPENDIX A

TEACHER SELF-EVALUATION SURVEY

SURVEY

Directions: Circle the most appropriate response.

In my classroom, I find that...

1. Objectives are realized at the end of the lesson	always evident	usually evident	seldom evident	not evident
2. Lessons engage the children in learning	always evident	usually evident	seldom evident	not evident
3. Activities are designed to provide for individual differences	always evident	usually evident	seldom evident	not evident
4. The classroom environment encourages learning	always evident	usually evident	seldom evident	not evident
5. Routines and transitions are managed effectively	always evident	usually evident	seldom evident	not evident
6. Appropriate standards of behavior are maintained	always evident	usually evident	seldom evident	not evident
7. Information is presented at levels appropriate to students	always evident	usually evident	seldom evident	not evident
8. Instruction is paced and sequenced appropriately	always evident	usually evident	seldom evident	not evident
9. A variety of instructional strategies are used	always evident	usually evident	seldom evident	not evident
10. Students' self-awareness and positive self-concept are promoted	always evident	usually evident	seldom evident	not evident

Directions: Circle the most appropriate response.

Key:
strongly agree - SA disagree - D
agree - A unsure - U

	SA	A	D	U
11. I am pleased with my decision to enter the teaching profession.	SA	A	D	U
12. As a teacher, I will be able to make an important contribution to society.	SA	A	D	U
13. If I had it to do over again, I would choose to become a teacher.	SA	A	D	U
14. I felt very stressed this year.	SA	A	D	U
15. I found the support program helpful.	SA	A	D	U
16. I intend to remain in the profession.	SA	A	D	U
17. I am an effective teacher.	SA	A	D	U

PLEASE COMPLETE THE FOLLOWING REGARDING THIS SUPPORT PROGRAM.

18. Please list the activity in this program you found most helpful.

---

19. How would you change this program to better meet your needs?

---

20. Would you recommend the district provide support for beginning teachers in the future? yes no not sure

APPENDIX B

ASSESSMENT INSTRUMENT

Name _____ Date _____

Key: S - Satisfactory
I - Improving
NA- Not applicable when observed
N - Needs Improvement
U - Unsatisfactory

Circle One

S I N U NA	1. Sets clear goals
S I N U NA	2. Presents information at levels appropriate to students
S I N U NA	3. Develops appropriate learning materials
S I N U NA	4. Provides clear instructions
S I N U NA	5. Paces and sequences instruction appropriately
S I N U NA	6. Demonstrates enthusiasm for teaching and the topics being taught
S I N U NA	7. Uses a variety of instructional methods and materials to stimulate and promote student learning
S I N U NA	8. Uses tone of voice appropriate for interaction with children
S I N U NA	9. Uses appropriate evaluation techniques
S I N U NA	10. Uses a variety of cognitive levels in strategies of questioning
S I N U NA	11. Creates a positive learning environment
S I N U NA	12. Models positive language by use of correct grammar
S I N U NA	13. Effective use of instructional time
S I N U NA	14. Maintains appropriate standards of behavior
S I N U NA	15. Positive reinforcement of effort, behavior, and achievement
S I N U NA	16. Effective management techniques are used
S I N U NA	17. Provides for individual differences
S I N U NA	18. Instruction congruent with district curriculum
S I N U NA	19. Uses effective lesson components
S I N U NA	20. Effectively manages routines and transitions
S I N U NA	21. Teaches to the objective
S I N U NA	22. Monitors student understanding and adjusts teaching
S I N U NA	23. Maintains student involvement in learning tasks

DATE: August 7, 1992

TO: Dr. Mary Ellen Sapp
Director of Practicums
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FROM: ERIC Clearinghouse on Teacher Education
American Association of Colleges
for Teacher Education
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186

RE: Practicum Report

Student: Debra Zamparelli

Cluster: 35

Title: Teacher Assistance Program: A Developmental Induction Program for Beginning Teachers

The report has _____ has not _____ been accepted for abstraction in ERIC.

_____
Signed

Accession Number _____